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ABSTRACT

Behavioral objectives for various skill areas related to reading are listed for eleven levels (A through K). Each level deals with seven or eight skill areas, and each area has from one to 12 objectives with specific examples given for each objective. The skills for the various levels are visual discrimination, auditory discrimination, literal comprehension, interpretive comprehension, evaluative comprehension, library skills, related reading, reference skills, structural analysis, vocabulary development, and organizational skills. The eleven levels increase in overall difficulty, although the behavioral objectives for skills within each level seem to be of the same general level of difficulty. (VJ)

ED050903

INDIVIDUALLY PRESCRIBED INSTRUCTION

1968-1970 READING OBJECTIVES

WORKING PAPER NUMBER 30

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Learning Research and Development Center
University of Pittsburgh

and

Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pennsylvania

October 1, 1969

RE003 564

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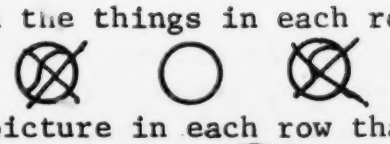
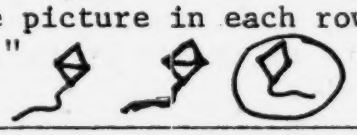
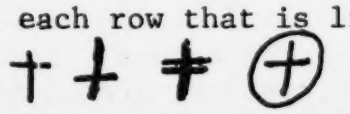
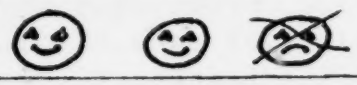
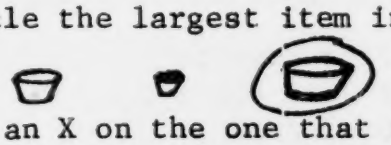
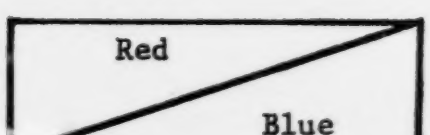
Level A

VISUAL DISCRIMINATION

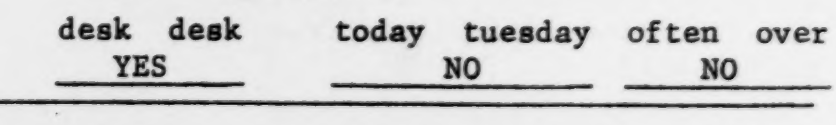
Skill	Example
1. Identify similarities and differences among pictured objects by placing a mark on the designated object.	1. "Make an X on the things in each row that are alike."  "Circle the picture in each row that is different." 
2. Identify similarities and differences between objects, other than pictures, when presented on worksheets by placing a mark on the designated object.	2. "Circle the one in each row that is like the first one."  "Make an X on the picture that is different in each row." 
3. Identify the size differentials: big-little, larger-smaller, largest-smallest, fat-thin, up-down, long-short, tall-short, by placing a mark on the picture which represents the designated size.	3. "Circle the largest item in each row."  "Put an X on the one that is short."
4. Discriminate between capital and small letters presented on a worksheet by marking the letter asked for by the teacher.	4. "Circle the letters that are the same as the first letter in the row." d a d b e d
5. Name orally each letter of the alphabet presented visually by the teacher.	5. Hold up a separate card for each capital and lower case letter and ask children to name the letter on each card.
6. Identify words as groups of letters separated by spaces by drawing a line in each space between two words.	6. "Draw a line in each space between words." sat--ant---wet
7. Circle each group of letters that combine to form a word, when given a sentence of 4 to 6 words. Use the Primer vocabulary from McGraw-Hill.	7. I am a thin man.
8. Discriminate between single letters and groups of letters that combine to form words by marking similarities as presented on worksheets.	8. "Circle the letters that are the same as the first letter." h n h r h u "Underline the one that is the same as the first." is so is si

Level A

VISUAL DISCRIMINATION

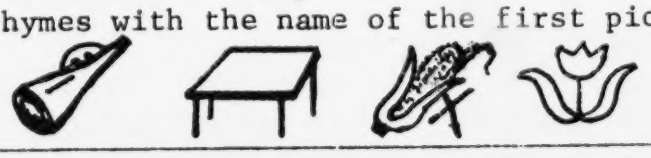
Skill	Example
9. Identify the colors: red, orange, yellow, green, blue, white, purple, pink, tan, brown by pointing to an object of the designated color.	9. "Point to the red dress." "Find the blue balloon." "Touch the green book."
10. Respond orally with the name of the colors: red, orange, yellow, green, blue, white, purple, pink, tan, black, brown when shown an object of each of these colors by the teacher.	10. Hold up the red card and ask, "What color is this?" Proceed with the rest of the color cards in the same way.
11. Match the color name to the correct color word for red, yellow, blue, brown, green, purple, black, orange when given a designated color by the teacher.	11. "Read and color." 
12. Respond orally with the name of the color when the teacher presents the printed color words: red, blue, green, yellow, brown, purple, orange, black.	12. Hold up the color name cards and ask, "What color name is this?"

AUDITORY DISCRIMINATION

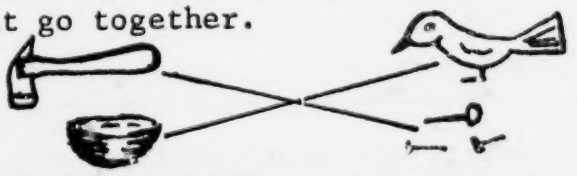
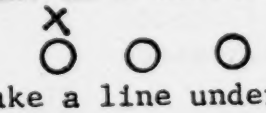
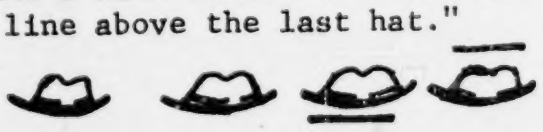
1. Name the sounds from non-human sources: dog's bark, train's whistle, cat's meow, duck's quack, fog horn, etc. when hearing them on a recording.	1. Listen and discuss the sounds on records from non-human sources: As sounds are repeated on record ask the children to identify what makes the sound: i.e., lamb bleating, vacuum cleaner, hammering.
2. Indicate whether the word pairs pronounced by the teacher are alike (or different) by responding "yes" or "no".	2. The teacher will say two words. Say yes if they are exactly alike or no if they are different. desk desk — YES today tuesday — NO often over — NO
3. Place a mark on pictures of objects that begin with the same sound when objects are named by the teacher	3. "Make an X on the pictures in the row that begin with the same sound as the word I say." Teacher says, "funny." 

Level A

AUDITORY DISCRIMINATION

Skill	Example
4. Name the words which rhyme in a Mother Goose rhyme read by the teacher.	4. Listen and then tell me which two words rhyme. Jack and Jill. Went up the hill.
5. Place a mark on those pictures on a worksheet which have names that rhyme.	5. "Make an X on the picture whose name rhymes with the name of the first picture. 
6. Identify words which rhyme by naming words which have the same ending as a word given orally.	6. "As I say a word, tell me a word that rhymes with it: down." (town)

LITERAL COMPREHENSION

1. Explain orally the relationships between associative pairs of objects or persons when given the words.	1. Explain why each pair of words go together. cat-kitten school-teacher cup-glass
2. Shown a randomly arranged series of pictures of paired objects, draw lines to connect objects as associative pairs.	2. Draw lines that connect two pictures that go together. 
3. Select the picture which corresponds to a sentence dictated by the teacher. 	3. After listening to a sentence the teacher reads, make an X on the picture that shows best what has been read. Teacher reads, "Jim is carrying a bag of groceries for Mother."
4. Respond to oral directions given by the teacher by placing the indicated mark on a worksheet.	4. "Make an X above the first ball."  "Make a line under the third hat and a line above the last hat." 

Level A

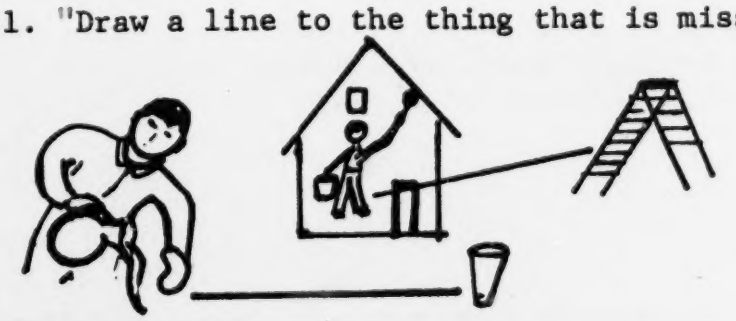
LITERAL COMPREHENSION

Skill	Example
5. Describe orally the differences in size, shape, color and function of concrete objects handled by the pupil.	5. "Here are pairs of things. Tell about their size, shape, color, and use." apple-orange shoes-boots mittens-gloves

INTERPRETIVE COMPREHENSION

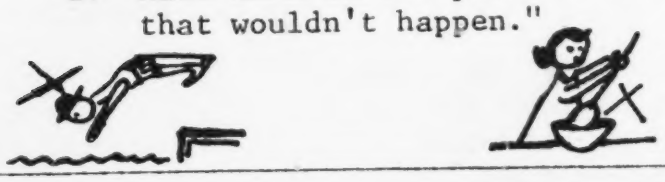
1. Select objects which are arranged in a row to match an indicated object at the beginning of a row, by placing a mark on the objects that match.	1. "Circle the picture that is the same as the first picture."
2. Arrange three or more pictures in correct time sequence, proceeding from left to right.	2. "Cut out the pictures and paste them on colored paper so that the pictures tell a story in the order that they would happen."
3. After observing a series of related pictures, give orally the events of the story in logical time sequence.	3. "Tell a story about the three pictures. Be sure to tell the story in the order that it would happen."
4. Give orally the story of the picture of pictures presented.	4. "Tell a story from the picture."
5. Respond with an oral interpretation of a story read by the teacher or presented on tape.	5. "Retell Ask Mr. Bear, after hearing the story on tape."

EVALUATIVE COMPREHENSION

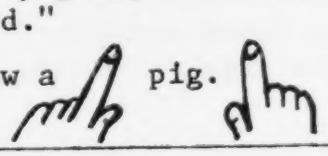
1. Given a picture which is incomplete, indicate, from a choice of items, which item is necessary to complete the picture.	1. "Draw a line to the thing that is missing." 

Level A

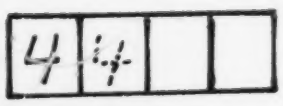
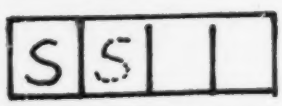
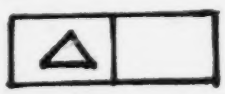
EVALUATIVE COMPREHENSION

Skill	Example
2. Given a pictured situation, place a mark on the item or items which are incongruous or absurd.	2. "Make an X on the part of the picture that wouldn't happen." 

LIBRARY SKILLS

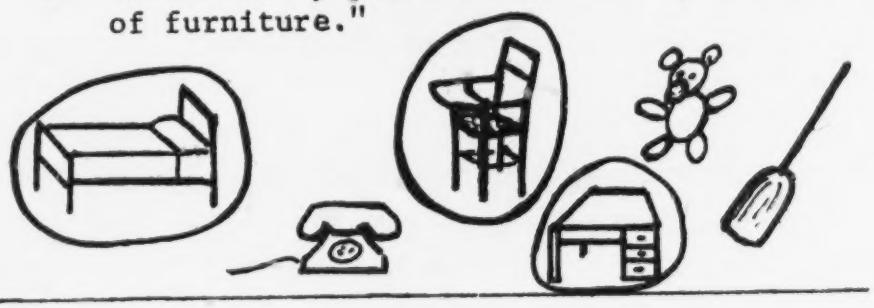
1. Relate term "title" to the story or book by pointing to the title designated by the teacher.	1. Say the word "title" when shown the title of a book or story.
2. Point to a group of letters that form a word on the printed page of a book.	2. "Point to any group of letters that form a word." 
3. Examine books whose contents are pictures, rather than words, and tell the story orally.	3. Tell a story from the picture book A Cat.

RELATED READING

1. Hold pencil between thumb and second finger with first finger resting on top, and copy simple shapes, letters, and three-to-four letter words.	1. Copy the numerals.  Copy the letters. 
2. Hold crayon, paintbrush, and pencil in the manner described above and draw simple pictures.	2. Copy the figure. 
3. Identify right and left sides of an object or page by placing a mark on the correct side.	3. "Write the capital L at the top of the left side of the page." "Write the capital R at the top of the right side of the page." "Draw a flower on the left side of the page." "Draw a tree on the right side of the page."

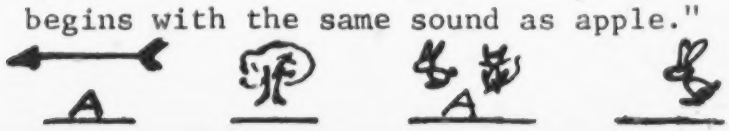
Level A

RELATED READING

Skill	Example
4. Proceed from left to right in identifying objects by placing an "X" on the first object to be identified.	4. "Trace along dotted lines from left to right. Make an X on the first thing in a row of pictures."
5. Work from top to bottom of page with columns of objects by circling the object at the top before proceeding.	5. "Trace along dotted lines from top to bottom. Make an X on the first thing in a column of pictures."
6. Classify pictured objects by grouping them, orally or on a worksheet, in broad categories such as furniture, clothing, animals.	6. "Circle every picture that is a piece of furniture." 

Level B

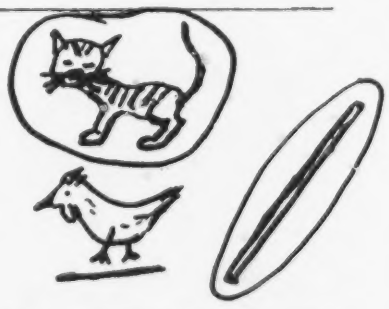
AUDITORY DISCRIMINATION

Skill	Example
1. Identify words which begin with short a, f, m, p, t, th, by selecting the designated word on a worksheet.	1. "Write an A on the line if the picture begins with the same sound as apple." 
2. Give orally words that rhyme with the word presented by the teacher.	2. "As I say a word, tell me a word that rhymes with it: wall." (fall)

VOCABULARY DEVELOPMENT

1. Identify words that begin with both capital and small letters by underlining the indicated card on a worksheet.	1. "Circle the words that begin with a capital letter." (The) cat (Kit) ran to (Sam) and (Ann.) "Circle the words that begin with a small letter." Ann (is) (glad) (that) Sam (is) (well)
2. Give orally words from the McGraw-Hill Primer and Book 1 when presented on flash cards by the teacher or when presented in sentences.	2. Hold up flash cards containing separate words and sentences and ask children to read the card.
3. Give orally the first 100 words of the Dolch Basic Sight Vocabulary Cards when presented as flash cards.	3. Hold up flash cards containing the first 100 Dolch words and ask children to read the card.
4. Illustrate two different meanings of an orally presented word by giving an oral sentence using correctly each of the word's meanings.	4. After listening to a word that the teacher says, make up two sentences that show what each word means. trip can ring

LITERAL COMPREHENSION

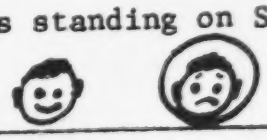
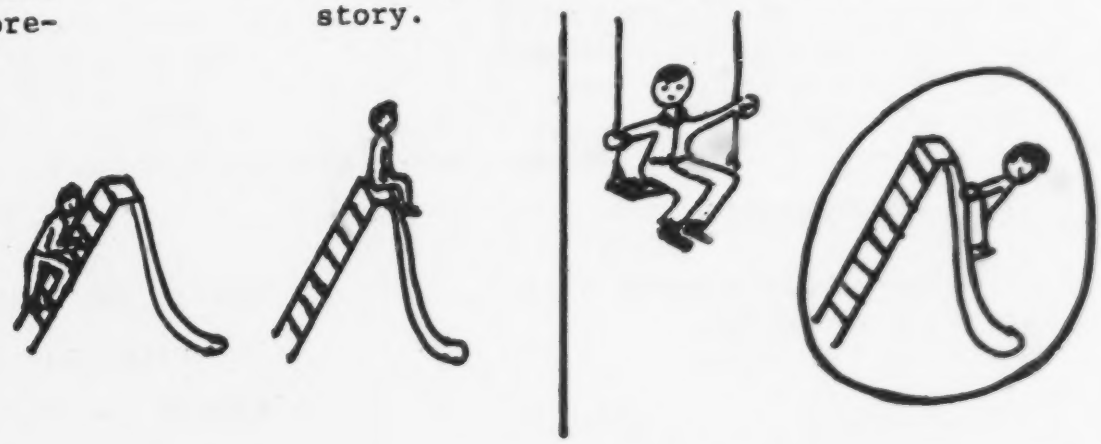
1. Follow simple printed directions on a worksheet.	1. Circle Tab's kitten. Underline the chicken. Circle the stick. 

Level B

LITERAL COMPREHENSION

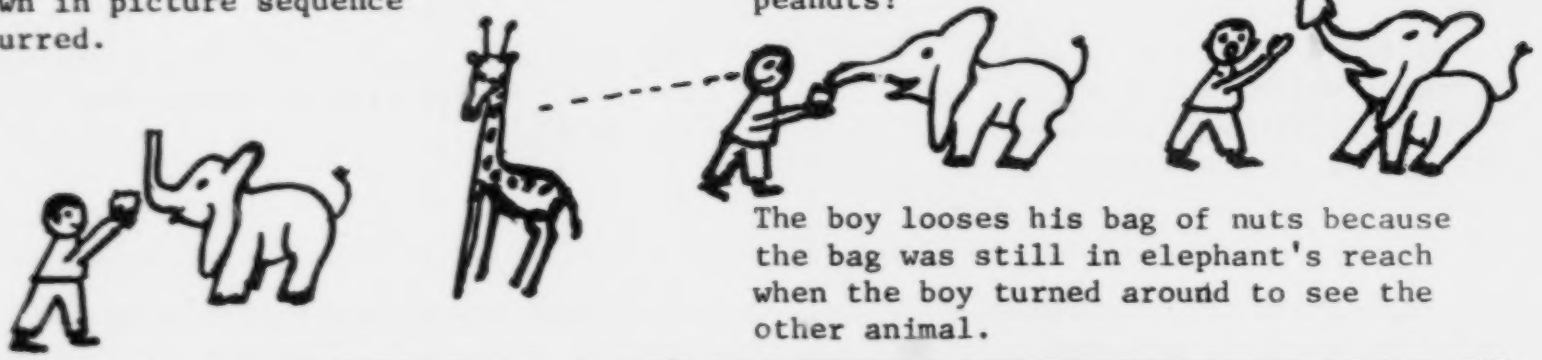
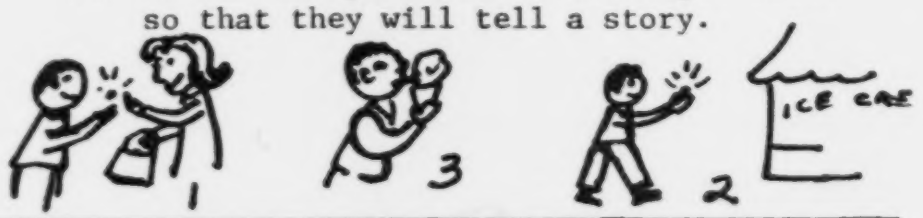
Skill	Example
2. Answer orally, recall questions following an oral reading presentation by the teacher.	2. After listening to Pony Tales About Queenie, answer orally recall questions: "How did Dr. Noble first get Queenie?"
3. Identify in written form which of two meanings fits the context of a written sentence when the words used are from the child's level of McGraw-Hill text or from the first 50 words of the Dolch word list.	3. Write the word on the line that best fits the sentence. Be a GOOD boy. gold good
4. Find the sentence in a given selection which contains the answer to an oral or printed question of simple recall.	4. In each sentence underline the words that tell what Ann had. Ann had a glass of milk. Ann had a pink mitten.

INTERPRETIVE COMPREHENSION

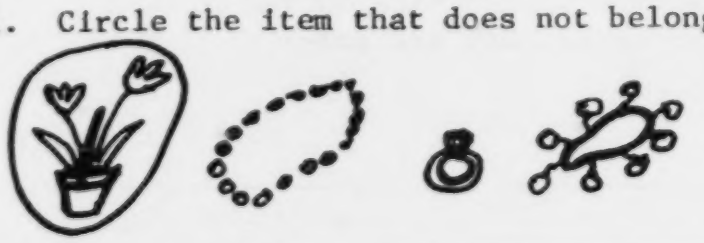
1. Describe orally the contents of events portrayed in a picture.	1. Tell a story about what is happening in the pictures.
2. Listen to a selection read by the teacher and explain orally the reason for deciding whether the selection was happy, sad, or funny.	2. "Circle the picture that tells how the person in the sentence might feel." "Ann is standing on Sam's hand." 
3. Observe a picture sequence and give orally a logical prediction of its outcome.	3. Choose picture to complete a picture story. 

Level B

INTERPRETIVE COMPREHENSION

Skill	Example
4. Explain orally why outcome shown in picture sequence occurred.	4. "Why did the boy loose his bag of peanuts?"  The boy looses his bag of nuts because the bag was still in elephant's reach when the boy turned around to see the other animal.
5. Explain orally the reason for ordering pictures in a logical sequence when given a group of pictures to be arranged.	5. Number the pictures in the right order so that they will tell a story. 
6. Observe an ordered but incomplete picture sequence and give orally a logical conclusion.	6. Tell what might happen next.
7. State orally ideas that are implied but not pictured in a given sequence of pictures.	7. After observing a sequence of pictures, ask children questions whose answers require an appriciation of implied ideas. One series of pictures show the adventure of a dog and child. An implied idea in that series is the friendship between the two characters.
8. Supply orally the missing word in a sentence given by the teacher.	8. "Say the word that is missing from this nursery rhyme: Mary had a _____ lamb." (little)

EVALUATIVE COMPREHENSION

1. Given a pictorial series of 4 or 5 items, mark the item which does not belong in the series.	1. Circle the item that does not belong. 

Level B

EVALUATIVE COMPREHENSION

Skill	Example
2. Given a series of 4 or 5 pictures which tell a story, mark the picture which does not belong in the story.	2. "The pictures in each row tell a story. Put an X on the picture which does not belong."
3. In a three or four sentence paragraph, mark the sentence that does not belong in the paragraph.	3. Underline the sentence that does not belong. Ann has a ham. The pill is pink. The ham is on a dish.

LIBRARY SKILLS

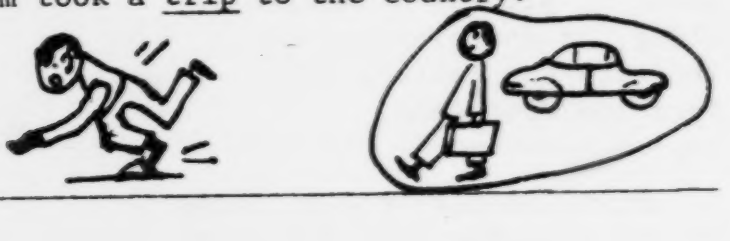
1. Point to author and title of a book when asked to do so by the teacher.	1. Point to the title on the cover and ask, "What is the name of a book called?" (title)
2. Indicate a book is read from left to right and from top to bottom by running a finger along the line of print.	2. "Open the book to any page and run your finger under the words the way you would read it--from left to right."

REFERENCE SKILLS

1. Fill in the missing letters, both upper and lower case, when given a series of letters of the alphabet on a worksheet.	1. Fill in the missing letters. A B C D E F e f g h i j k l
2. Give orally the letters of the alphabet in order.	2. "Say the letters of the alphabet."
3. Arrange groups of three to five letters alphabetically in whatever order they are presented.	3. Write the letters on the lines in the right order. jkli rspq ijkl pqrs

Level B

REFERENCE SKILLS

Skill	Example
4. Mark the picture that illustrates the definition of a given word.	4. Circle the picture that shows the right meaning of the word trip. "Tom took a trip to the country." 

RELATED READING

1. Use capital letter to begin the first word of a sentence written on a worksheet.	1. "Put an X beside the sentence that is written with the right kind of letter at the beginning." __X__ This is a bed. _____ this is a bed.
2. Place a period at the end of a group of words that belong together on a worksheet.	2. "If the words below tell something in a sentence, put a period after the words. If the words do not tell you something in a sentence, put an X at the end." A can is tin. Ship am has X I am a tin man.
3. Place a question mark at the end of a group of words that ask a question on a worksheet.	3. "If the sentence asks a question, put a question mark at the end. If the words are a telling sentence, put a period at the end." Can Sam drink milk? A cat drinks milk.

Level C

STRUCTURAL ANALYSIS

Skill	Example
1. Identify a root word from a list of words on a worksheet by placing a mark, circling, or underlining, to indicate the letters that form the root word.	1. Underline the root word. acted slipped talking
2. Discriminate between nouns in the singular form and nouns which add s to form the plural without changing the root word, by indicating in written form, the nouns which are singular and those which are plural.	2. If the word means one thing put a 1 on the line. If the word means more than one thing put a 2 on the line. ant 1 mats 2 cat 1
3. Use orally or in a written sentence the appropriate singular or plural nouns which add s without changing the root word.	3. Circle the correct word. The fat man has two (chins) chin Can Nip nap in his (bed) beds
4. Identify a contraction as one word that is formed by joining two words with the omission of a letter or letters by marking in an indicated manner a list of contractions and the words from which they are formed.	4. Write these words the short way. it is it's that is that's

VOCABULARY DEVELOPMENT

1. Mark in the manner indicated on a worksheet, words from a prepared vocabulary list that have similar meanings.	1. Draw a line from each word in list 1 to a word in list 2 that has the same meaning. 1 2 throw mad shiny pitch angry plane jet bright

Level C

VOCABULARY DEVELOPMENT

Skill	Example
2. Identify in the manner indicated, words, from a prepared vocabulary list, that have opposite meanings.	2. Draw a line from each word in list 1 to a word in list 2 that has the opposite meaning. 1 — 2 over — under ugly — pretty better — worse winner — loser
3. Select words, that rhyme with a written or pictured word of similar sound, using words from a prepared vocabulary list.	3. Circle the words that rhyme with the first word. peg (beg) cat that (leg)
4. Identify the correct meaning of a word from the context of a sentence using words from a specific vocabulary list.	4. Make an X on the picture that shows the meaning of the underlined word. Betty will sign her name.

LITERAL COMPREHENSION

1. Match words from a specified word list which form an associative pair.	1. Circle the two words on each line that go together. (hat) (head) hand (name) sleep (Dick)
2. Copy a statement from a printed selection which answers a direct recall question.	2. Read "Treasure Hunt", then answer these questions. What did Billy want? a dog What was in the box? a pirate hat
3. Answer printed questions which require recall of facts concerning a specific selection read orally or silently.	3. Read The Sun is a Star. Then mark the statements. Put an X on the line beside the right answer. (continued on next page.)

Skill	Example
	__X__ The nighttime stars are very far away. _____ The nighttime stars are very near.
	__X__ Our nearest star is the sun. _____ Our nearest star is the moon.
4. List in written form the main characters in a short story after it has been read silently.	4. Read the first story from Baby Elephant. Find the answers. Are there any people in this story? NO What is the name of the main character in this story? ELLEN

INTERPRETIVE COMPREHENSION

1. Order sequentially a group of two to four sentences either orally or by numbering.	1. Number these sentences in the order that they would probably happen. __2__ Ann fell. __1__ Ann ran fast. __2__ The wind blows the hat off. __1__ The man has a hat on his head.
2. Read a short story, select from choices given on a work-sheet which of three events happened first.	2. Read the paragraph, then number the sentences in the right order. John bought some bean seeds. He planted them in a pot. Everyday he watered them. One day he saw a tiny plant growing. __2__ He planted them in a pot. __3__ He watered them everyday. __1__ John bought some bean seeds.
3. Read a sentence or sentences silently, and write in child's own words what might happen next.	3. Read these sentences, then write what might happen next. Bobby and David were playing baseball. The ball hit a window. Answers will vary. Examples: The window broke. (or) The boys ran. etc.
4. Read a poem or story, and indicate in written form the mood expressed in the poem or story as happy, sad, or angry.	4. Read the poem. Put an X in the box beside how you feel. School is over, Oh, what fun! Lessons finished, Play begun. ☐ angry ☒ happy ☐ sad

Level C

INTERPRETIVE COMPREHENSION

Skill	Example
5. Read story, pictured or unpictured, and write or verbalize orally the idea that is presented by the author.	5. Read the story, The Frog and the Turtle. Put an X in the box beside the right answer. ☐ Turtles are slow. ☐ Frogs can jump. ☒ We can make the things we need.

EVALUATIVE COMPREHENSION

1. Select from multiple choices the logical sentences or picture that indicates what might happen next in a story sequence.	1. Underline the sentence that tells what might happen next. Tom is fishing. a. Tom catches a fish. b. Tom catches a fan.
2. Write a short description of a picture, telling what is seen.	2. Look at the picture. Is it cold out? YES Write about the picture. Two children are making a snowman.
3. Draw a picture that illustrates an event in a story read aloud by the teacher or read silently in a book.	3. You will need the book, Where the Wild Things Are. Read the story. Draw a picture of Max and the Wild Things dancing in the moonlight.
4. Select correct answers from a worksheet to questions that examine understanding of the author's purpose.	4. You will need the book, You Can Plant Flowers. Put an X in the box beside the right answer. Why did the author write this book? 1. ☐ To make us laugh about flowers. 2. ☐ To help us learn about bees. 3. ☒ To help us learn about planting flowers.

Level C

LIBRARY SKILLS

Skill	Example
1. Locate the page on which a story or article begins by writing on a worksheet the page number from the table of contents of a book.	1. You will need the book The Cat and the Bat. Turn to the Table of Contents. Put the page number beside the story. 1. The Black Cat . . . . . 3 2. The Witch and the Bat . . . 12
2. Check table of contents to determine whether a designated book contains a specific story or information and write the information on a worksheet.	2. You will need the book More Fun With Our Friends. Write yes or no on the line. 1. Is there a dog story in this book? NO 2. Is there a story about Tom in this book? YES
3. State whether or not a book from a given list is fiction or non-fiction.	3. Read the list of books below. Write fiction above the not-true list. Write non-fiction above the true list. fiction: Snow White, Peter Rabbit non-fiction: In the City, Snails

REFERENCE SKILLS

1. Arrange groups of three to five consecutive, or non-consecutive letters, in alphabetical order.	1. Put these letters in alphabetical order. d C n M e D o N c E m O

RELATED READING

1. Identify proper names as those names that begin with a capital letter, by selecting them from a given list, and writing them correctly in a sentence.	1. Copy the sentence. Put in the capital letters. spot bit tom. Spot bit Tom.

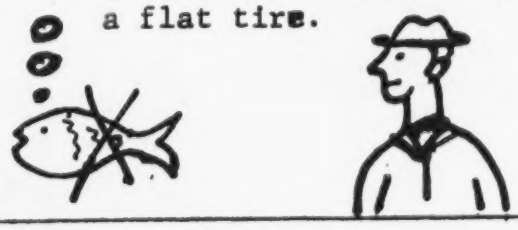
Level D

STRUCTURAL ANALYSIS

Skill	Example
1. Indicate a root word by marking the base word from a given specified list when inflectional endings have been added.	1. Underline the root words. played runs
2. Add 's to words from a given list to show possession or ownership.	2. Read each sentence and find the word that shows ownership. Underline that word and write the 's after the word. That is Jim's brother
3. Add the inflectional endings ing, ed, and s to verbs which do not change the root.	3. Write three new words from the root word by adding ing, ed, and s. listen listening, listened, listens
4. Select the word with the correct inflectional endings ing, ed, and s to complete given sentences.	4. Read the words in the box in front of the sentence. Read the sentence, and write the correct word in the blank. stand / stands / standing The big steam shovel can dig a hole very fast. It is standing in the empty lot.
5. Match the contractions I'll, isn't, I've, I'm, you're, it's, and let's by connecting them with their uncontracted forms, or form the contractions from the pronoun and verb.	5. Draw a line from the two words to their contraction. let us — let's I am — I'm is not — isn't that is — that's
6. Mark the silent vowels and silent consonants in vocabulary words from a list.	6. Circle the silent letters in these words. Each word has a silent letter. live puppet
7. Form the plural of singular words ending in ch, x, sh, and ss by adding es to the root word from a list.	7. Finish each sentence by writing the plural of the word that is in the box. My mother bought a new set of DISHES . dish

Level D

VOCABULARY DEVELOPMENT

Skill	Example
1. Mark in the manner indicated, consonants and consonant blends for dictated or pictured words.	1. Listen to the word I say and then circle the letter or letters that form the beginning sound of that word. (b)oat s(l)ed
2. Draw a picture to illustrate the meaning of new words taken from a content area subject such as science or social studies.	2. You will need a copy of Science Everyday. Read the story on page 13 about Martha and her shadow. Do you have a shadow? yes Have you seen it? yes Have you seen your shadow at night? no Draw a picture of yourself and your shadow. Be sure to put the sun in the picture.
3. Match given pictures to sentences or paragraphs they illustrate according to directions on a worksheet.	3. Which one is right? Make an X on the one who could not fix a flat tire. 
4. Supply from a printed list of given choices, the word which correctly completes a sentence.	4. Read each sentence and circle the correct word at the end of the sentence. A pig lives in a _____. car, (pen)

LITERAL COMPREHENSION

1. Complete in written form a statement based directly on the content of material read in a short selection.	1. After reading "The Census Taker" finish the following sentences: In the United States a census is taken every _____. Write a sentence that tells what questions Mrs. Brown, the census taker, asks at each house.
2. Select the correct item to complete a statement from a printed multiple choice selection of answers, when the statements require recall of material read in a short selection.	2. After reading a story, complete the following sentences: A hummingbird can fly like a(n) HELICOPTER. cloud (helicopter) kite

Level D

LITERAL COMPREHENSION

Skill	Example
3. List in written form in the order of their occurrence, the main events of a story read silently.	3. Read the paragraph below. Then number the sentences under the paragraph in the order in which they happened. Debbie likes to watch television. One day she watched a program where some children were singing. First the boys sang a song. Then the girls sang a song. Last, the boys and girls sang together. 1 Debbie listened to the boys sing a song. 3 The boys and girls sang together. 2 She listened to the girls sing a song.

INTERPRETIVE COMPREHENSION

1. Underline the part of the sentence that answers a given question.	1. Read the sentence. Then underline the part of the sentence that answers the question. Why did the librarian give Tom a baseball book? The librarian gave a baseball book to Tom because he loves the game.
2. Describe a story as being happy, sad, funny, or exciting either read silently or by the teacher, when responding to oral or written questions concerning the mood of the story.	2. After reading or listening to a story, the following type of question is given. Susie was 1. very happy 2. very angry 3. very sad
3. Select the main idea in the content of a short paragraph by checking the idea, from a given list, that expresses the thought of the paragraph.	3. After reading "Too Big," check the sentence below that tells best the main idea of the story. ____ Sally had been in the country during the summer. ✓ When Sally went back to school she was happy to see that the other children had also grown. ____ Sally's mother told her that they must go shopping the next day for new clothes.

Level D

INTERPRETIVE COMPREHENSION

Skill	Example
4. Give orally in several sentences an account of the story read by the teacher to the group.	4. Child listens to story on disc and is asked to tell teacher, in a few sentences, the story he heard. A checklist is used to help determine how the teacher should score the response.
5. Explain orally to the teacher cause-effect relationships in stories read silently.	5. After reading a story, child answers questions like: Why was Peter so happy?

EVALUATIVE COMPREHENSION

1. Select from choices given on a worksheet, which of three events happened in a short story read by the teacher or read silently.	1. After reading "Mrs. Green and the Birds," make an X in the box before each sentence that tells about something that happened in the story.
2. Give an oral or written explanation of what might happen next, after reading a short paragraph.	2. Read this paragraph and write an ending that tells what might happen next. John and his father went fishing. They threw their lines far out and sat down and waited for a bite. It was a warm sunny day. Before long, John and his father fell asleep. Suddenly, ...

LIBRARY SKILLS

1. Use the table of contents in a library book or textbook to find out whether a book contains required information to answer questions on a worksheet.	1. After looking at the table of contents of a specified book, answer the following: What chapter tells about the problems of living on the desert? _____
2. Differentiate between fiction and non-fiction books in the library by selecting, as directed on a worksheet, specified books in each category from the shelves.	2. In the library, nonfiction (true) books have numbers on the back. Fiction (not true) books do not have numbers. Write <u>fiction</u> or <u>nonfiction</u> on the right line below each group of books. _____ _____

Level D

REFERENCE SKILLS

Skill	Example
1. Differentiate the vowels and consonants in the alphabet by marking them as indicated on a worksheet.	1. Draw a circle around the consonants. Draw a box around the vowels.
2. Alphabetize groups of three to four words on a worksheet according to the first letters of the word by numbering or arranging the words in order.	2. Put the following groups of words by number in alphabetical order. end act may huff 2 1 4 3
3. Locate the page on which a story begins by using the table of contents in a book and write the number of the page in the appropriate blank on the worksheet.	3. From the table of contents of The Starship, find the page number of the story and write it on the line. The Wishing Well _____

Level E

STRUCTURAL ANALYSIS

Skill	Example
1. Form compound words from given root words.	1. Each word in List A will make a compound word when joined with a word in List B. Write the compound words on the lines. A: oat, sun, door, every B: body, step, meal, shine oatmeal sunshine doorstep everybody
2. Identify the component parts of compound words.	2. Circle the two words that make up each compound word. (snow)(flake) (base)(ball)
3. Given a word whose spelling does not change when the suffixes ed, ly, er and est are added, distinguishes the root from the suffix and adds a suffix to a root.	3. Write the root of the word fairly. FAIR Write the suffix of the word cooked. ED
4. Given a word ending with a silent e, adds the suffixes ed, ing, er and est. Given a word ending in any of the above suffixes, writes the root word.	4. Add the suffix est to the word fine. FINEST Write the root of the word shining. SHINE
5. Identify the number of syllables in given words.	5. After saying each word to yourself, write the number of syllables in each word on the blank line. bat 1, watermelon 4, cancel 2, brain 1 elephant 3, tried 1, improve 2, something 2

Level E

VOCABULARY DEVELOPMENT

Skill	Example
1. Identify synonyms for specified words, when these words are presented in a sentence.	1. Circle the word which means the same as the underlined word or words in the sentence. We put the groceries in a <u>sack</u> which made it easier to carry them home. (bag) box
2. Distinguish between a word that names a group and a word that identifies a member of that group.	2. In each of the sentences below there are <u>two underlined words</u>. Choose the answer which tells you what these words mean. Put an (X) in front of the correct answer. <u>Pork</u> is the name given to the <u>meat</u> which comes from pigs. __X__ Pork is a kind of meat. _____ Meat is a kind of pork.
3. Select from choices the meaning of a specific word in a sentence, when the meaning of that word is included as part of the sentence.	3. Circle the best meaning of the underlined word. A baby bed like the <u>cradle</u> was used by a mother to rock her child to sleep. a. (baby bed) b. rocking chair c. sleeping bag

LITERAL COMPREHENSION

1. Answer who, what, when, where and how questions after reading a short fiction selection.	1. Directions: Read the following questions. 1. Who was hiking? 2. What were the boys carrying? Read the story and look for the answers to these questions. One chilly fall afternoon Tom and Bill were hiking through the woods. Each one was carrying a knapsack and blanket roll.

Level E

LITERAL COMPREHENSION

Skill	Example
2. Answer factual questions after reading an informative selection.	2. Directions: Read the following questions. 1. Where do the Indian women carry their babies? 2. etc. Read the story and look for the answers to these questions. Answer the questions.
3. After reading a paragraph in which the purpose has been stated, delete those sentences which are unnecessary to that purpose.	3. Cross out those sentences that do not tell <u>how</u> <u>to</u> <u>make</u> <u>paste</u>. ~~Here is a fun way to make inexpensive paste.~~ Combine 1 cup of flour with 1/2 cup of salt. Mix this well. ~~This paste you are making can be used for pasting paper, but not wood or metal.~~ While mixing the flour and salt, add enough water to make it creamy.

INTERPRETIVE COMPREHENSION

1. List in the order of their occurrence the main events of a selection.	1. After reading the story, number the sentences in the order in which they happened. ___ The chickens all had a drink. ___ Little Red Rooster found a pitcher with a little water in it. ___ The chickens were all thirsty. ___ He put stones in the pitcher to raise the water. ___ There was no water in the water pan.
2. Identify alliteration in phrases, sentences and poems.	2. Place a check beside each of the phrases below in which you find the same beginning sound repeated in each word of the phrase. __✓__ big bad boy _____ silly laughing girl Underline the words that begin with the same sound. <u>Please</u> <u>pass</u> me a <u>piece</u> of <u>pecan</u> <u>pie</u>.

Level E

INTERPRETIVE COMPREHENSION

Skill	Example
3. Identify cause and effect relationships in a selection.	3. After reading the paragraph, write in the space provided why Mary cried. MARY CRIED BECAUSE THE CHILDREN LAUGHED AT HER. THE CHILDREN LAUGHED AT HER BECAUSE SHE FELL OFF HER CHAIR.
4. After reading part of a sentence or story, select from given choices what might happen next.	4. Read the sentence below. Find the right ending in the answer box and write it on the line. Judy's hands were covered with dirt so she WASHED THEM . put mittens on washed them
5. After reading a story, describe the physical appearance of a specific character.	5. After reading the paragraph, select from the words below those which describe Sally. Put an X beside those which tell what she looks like. Bill and I were at the baseball game and I was trying to point out my friend to him. "See, that's Sally! She is tall and has dark blue eyes. She also has very long blonde hair which she wears in two thick braids down her back. Can you pick her out Bill?" "Oh, yes, I see her now," cried Bill, "she is very pretty." X pretty ___ dark hair ___ dark brown eyes X tall ___ short hair X long hair X blonde hair X dark blue eyes

EVALUATIVE COMPREHENSION

1. Select words or phrases from a short selection which illustrate the author's purpose when that purpose is given.	1. Purpose given: The author wrote this story to make you laugh. Directions: After reading the story, put an X on the line beside the sentence from the story that makes you laugh.

(CONTINUED)

Level E

Skill	Example
	1. ___ Tom bought some ice cream. 2. ___ Three dogs licked his sticky fingers.
2. Determine which selections deal with reality and which deal with fantasy.	2. Read the sentences below. Underline the one that could have happened. Jimmy and his Uncle Lee went for a walk. Cinderella asked her fairy godmother to help her go to the Prince's ball.
LIBRARY SKILLS	
1. Differentiate between fiction and non-fiction books in the library by selecting specified books from the shelves.	1. In the library find three fiction books and three nonfiction books. Write the titles on the lines below. Fiction _____ Nonfiction _____ _____ _____ _____ _____ _____ _____
2. Determine the purpose of an encyclopedia by using it to locate specific information.	2. Let's imagine you are making a report on Cowboys and you decide to use the World Book Encyclopedia. In which volume will you look to find Cowboys? _____ On what page do you find Cowboy Terms? _____
REFERENCE SKILLS	
1. Answer questions by referring to the table of contents in a book.	1. Directions: Get the book Story Carnival and turn to the table of contents. Use it to answer the following questions. 1. Which unit contains stories about dogs? _____
2. Arrange words in alphabetical order according to the first three letters of the words.	2. Put the following words in alphabetical order by numbering them. nothing 4 nose 3 candy 1 mother 2

Level E

REFERENCE SKILLS

Skill	Example
3. Identify dictionary entry words by locating them in the dictionary.	3. Turn to page 245 of Thorndike-Barnhart Dictionary. What is the first entry word on the page? _____ What is the last entry word on the page? _____
4. Identify guide words in the dictionary and use them to locate entries.	4. The underlined words are guide words, from a page in a dictionary. Circle all the words that can be found on that page. cell claw cent chance chase cast carry cheesecake
5. Find the meanings of specific words in the dictionary.	5. Look up the following words in your dictionary and write the meaning of each. pitchfork crop
6. Answer questions by referring to the main topics in the index of a book.	6. Use the index to answer these questions: What pages tell about corn? _____ What topic would you read about on page 44? _____
7. Answer questions by referring to topics and subtopics in the index of a book.	7. Find Transportation in Part I. How many subtopics does Transportation have? _____ What pages tell about transportation by train? _____

Level F

STRUCTURAL ANALYSIS

Skill	Example
1. Given a word for which the final consonant must be doubled when a suffix is added, add the suffixes ing, ed, er, and est. Given a word to which any of the above suffixes have been added, identify the root word.	1. Write the root of the word fitting. FIT Add the suffix est to the word big. BIGGEST
2. Given a word ending in y, add the suffixes ed, ly, ing, er and est. Given a word whose root ends in y to which any of the above suffixes have been added, identify the root word.	2. Write the root of the word prettier. PRETTY Add the suffix est to the word easy. EASIEST
3. Form new words by adding the prefixes out, over, self, under, and up to root words.	3. Attach the prefixes self, up, or under to the root words to make new words which will fit the meanings of the sentences. 1. A person who has control of himself has SELF -control. 2. A person who does not get enough to eat is said to be UNDER fed. 3. The car is traveling up a hill--it is going UP hill.
4. Divide words into syllables by applying the following principle: when the first vowel is followed by two consonants, the first syllable usually ends with the first of these consonants.	4. Draw a line between the syllables of each word below. but|ton pic|ture cer|tain con|sent bul|let big|gest (Pronunciation should be checked.)
5. Divide two-syllable words having only one consonant after the first vowel by applying the following principle: when the first vowel sound is long, the consonant begins the second syllable; when the first vowel sound is short, the consonant ends the first syllable.	5. Circle the word which has been correctly divided into syllables. ladies--lad ies (la dies) station--(sta tion) stat ion cabin--(cab in) ca bin

Level F

STRUCTURAL ANALYSIS

Skill	Example
6. Mark the accent in words by applying the following principle: in most two-syllable words, the first syllable is accented.	6. Place the accent mark (') after the syllable that is accented. din'ner hap'py met'al pen'cil trou'ble cud'dle

VOCABULARY DEVELOPMENT

1. Identify antonyms for specified words when these words are presented in sentences.	1. Circle the antonym in the sentence for the underlined word. The dog jumped over the stool and ran (under) the chair.
2. Select the meaning of a specific word when the meaning is implied but not stated in the selection.	2. After reading the paragraph, circle the correct meaning for the underlined word. The flute has been played for many years. The first flutes were made from wood, but now they are made of metal. Some beautiful music has been written for the flute. The flute is: a new toy (a musical instrument) a radio

LITERAL COMPREHENSION

1. Answer factual questions after reading an informative selection.	1. Directions: Read the following questions. 1. What materials are used to build an Eskimo summer home? 2. Where do Eskimos get these materials? Read the paragraphs and look for the answers. Write answers beside the question.
2. Answer factual questions requiring recall of facts from an informative selection.	2. Directions: Read the following paragraphs about pineapple growing in Hawaii. Get a question sheet from your teacher and answer the questions. 1. How long does it take pineapple to grow before harvesting? 2. When is the pineapple harvesting season?

Level F

LITERAL COMPREHENSION

Skill	Example
3. State the main idea of a short selection.	3. Directions: After reading the paragraph, write a sentence, in your own words, that tells the main idea of the paragraph. Some dogs are used for hunting. Other dogs are used as watchdogs. Dogs that watch the cows and sheep are called shepherd dogs. Big strong dogs are used to pull sleds and small carts. DIFFERENT DOGS CAN DO MANY KINDS OF WORK.

INTERPRETIVE COMPREHENSION

1. Select from choices words or phrases that describe a character's reactions to a situation.	1. After reading the paragraph, underline the word which tells how the person felt. How did Bill feel about living on the prairies? thankful <u>happy</u> sad
2. Identify exaggerated phrases and sentences.	2. Put an X before those phrases or sentences which are exaggerations. ___ Please put this letter in the mail immediately. X Dorothy made the pie before I could say Jack Robinson. X He ran the course in the twinkling of an eye. ___ We all want a picnic in the Park.
3. After reading part of a selection, draw a conclusion based on the information.	3. Read the paragraph below. Underline the phrase that best completes it. Jimmy is wearing his spacesuit. He wishes he had a toy spaceship to play with. Jimmy enjoys: <u>playing spaceman</u> playing games
4. List the sequence of action portrayed in a selection.	4. Number the sentences in the order in which they happen in the story. ___ Jill got her turn at bat when it was getting dark. ___ Tommy promised to play with Jill. ___ Tommy kept yelling, "Run!" ___ Jill's run won the game for Tommy's team. ___ Tommy promised to give Jill a turn at bat.

Level F

EVALUATIVE COMPREHENSION

Skill	Example
1. Identify author's purpose as informative or entertaining and give evidence to support that purpose.	1. Directions: After reading the story, put an X on the line beside the author's purpose. _____ to make you like astronauts _____ to help you learn about astronauts
2. Select details from a selection that supports a given conclusion.	2. After reading the paragraph, list two things Dennie saw on his canoe trip that made it "the most beautiful sight Dennie ever saw."
3. Select words, sentences, or phrases that are relevant to a specific topic.	3. Directions: After reading the story about an alligator hunt, list words and phrases that suggest the hunt is dangerous.

LIBRARY SKILLS

1. Locate an entry in the encyclopedia by using the guide numbers and letters on the cover.	1. On the line beside each subject, write the letter or letters and the number of the volume where you would find that subject. Abraham Lincoln _____ Silk worms _____
2. Use guide words in an encyclopedia to locate specific information.	2. (Use Compton's Encyclopedia) Look up each of the following subjects in the encyclopedia. After the subject, write the guide words you find on the same page. Emu _____ Brittany _____
3. Locate information in an encyclopedia to answer specific questions.	3. Look up Peanuts in the World Book Encyclopedia. Use that article to answer the following questions. Which state in the United States grows the most peanuts? _____

Level F

REFERENCE SKILLS

Skill	Example
1. Locate a specific word in the dictionary by using guide words.	1. Use guide words to help you find the following words. On the lines beside each word write the guide words that helped you find it. grumble _____ _____
2. Find the dictionary definition for a specific word in context when that word has multiple meanings.	2. The underlined word in each sentence has more than one meaning listed in the dictionary. Write the number of the entry that is the best definition for the word as used in the sentence. The <u>boom</u> was lowered into the well. _____
3. Given a list of root words, locate entry words in the dictionary which are derived from these root words.	3. Look up the entry for "limit" in your dictionary. There are three other words listed that have <u>limit</u> as their root word. Write the three words. LIMITATION LIMITED LIMITLESS
4. Answer questions concerning the phonetic spelling of given words by using the dictionary key.	4. Draw a line between the word as it is usually spelled and its phonetic spelling. album → liv' alive → al' bəm
5. Answer questions that distinguish between the functions of a glossary and a dictionary.	5. Answer the following questions about the glossary and the dictionary. If dictionary is your answer, use "D". If glossary is your answer, use "G". If both are correct, use "B". G Which is shorter? B Which arranges words alphabetically? D Which is a book all by itself?

Level F

ORGANIZATIONAL SKILLS

Skills	Example
1. Select the topic sentence in a paragraph.	1. After reading the paragraph, underline the topic sentence. Boxes of every shape and size were brought to the palace grounds. There were hat boxes, lamp boxes and dress boxes. There were even boxes for cookies and cakes.
2. Arrange a given list of scrambled sentences in sequential order.	2. Read the four sentences below. Then number the sentences in the dorrect order to tell a story. 3 The package was addressed to him. 1 The mailman rang the doorbell. 4 Jim was excited. 2 He handed a package to Jim.
3. Select situations from a given list in which outlining would be useful.	3. Put an X in front of each situation in which outlining would be useful. ___ After seeing a football game. X After reading a book for a report.
4. Complete a simple outline by addition of necessary details when the outline form is given, using one level of indentation for each main heading.	4. After reading the article, use facts to finish the outline. Glass I. Common uses of glass A. Light bulbs B. EYEGLASSES C. ASSORTED CONTAINERS

Level G

STRUCTURAL ANALYSIS

Skills	Example
1. Form new words by adding the suffixes ness, ment, ship and ion (tion and ation) to root words.	1. Add the suffixes ness, ment, or ion to the root words. Then use the newly-formed words to complete the sentences below. kind — KINDNESS bewilder — BEWILDERMENT 1. The hikers experienced BEWILDERMENT when they lost their way in the woods. 2. Great KINDNESS was shown toward the wounded dog.
2. Add the prefixes non, dis, un, mis, and in to root words to form new words.	2. Attach the prefixes un, dis, and non to the root words to make new words, which fit the meaning given. UNable — not able DIShonest — not honest NONstop — no stop
3. Mark the accent in words by applying the following principle: when a prefix is added to a root word, the root word is usually accented.	3. Mark the accented syllable in each word. in flame' dis hon' est un lock' (Check pronunciation of words.)
4. Divide words into syllables by applying the following principle: when the last syllable of a word ends in le, the consonant preceding the le usually begins the last syllable.	4. Divide each word into syllables. bottle — bot tle kettle — ket tle trouble — trou ble (Pronunciation should be checked.)

VOCABULARY DEVELOPMENT

1. Choose the correct homonym for a particular context.	1. Write the correct homonym on the line. Tom will BUY (by / buy) a kite at the store.
2. Write the meaning of a specific word when the meaning is implied but not stated in the selection.	2. Write in your own words the meaning of the underlined word. The boys explored the trail looking for the old pine tree that marked the spot where the treasure was buried.

Level G

LITERAL COMPREHENSION

Skills	Example
1. Answer questions from a fiction selection when the answers are not directly stated in the text.	1. Directions: Read the following questions. Look for answers as you read the paragraph. 1. What holiday is it? 2. What happened in Karen's school yesterday? The smell of hot roast turkey drifted through Karen's bedroom. She woke up with a start thinking she was late for school. Then she remembered--no school today or tomorrow! She thought of all the things she must do today before her cousins came. First there was her Pilgrim costume from yesterday's school play to put away. Then she wanted to help her mother make a special cranberry salad for dinner. Karen could hear her mother working in the kitchen as she jumped out of bed to get ready for the big day.
2. Read a selection and answer questions under timed conditions.	2. After reading the story, answer the questions. 1. Name 3 pieces of equipment used by scuba divers. 2. Where are the 3 most famous scuba diving areas?
3. Answer factual questions requiring recall of details from a selection.	3. Directions: Read the following story about the Minotaur, a fairytale monster. Get a question sheet from your teacher and answer the questions. 1. What did the Minotaur look like? 2. Where did the Minotaur live?
4. State the main idea of a short selection.	4. After reading the paragraph, write in your own words the main idea. Distances and depths mean very little to many whales. The blue whale can easily travel at a steady 10 miles an hour, and when chased, it has no trouble doubling that speed. The depth to which some whales can dive is almost unbelievable. A quarter of a mile is quite a common dive. WHALES DON'T WORRY ABOUT DISTANCES AND DEPTH. (Answers will vary)

Level G

INTERPRETIVE COMPREHENSION

Skills	Example
1. Select words or phrases that describe a character's physical appearance.	1. Each sentence below describes one of the characters about whom you have just read. Write the person's name on the line next to the sentence which best fits him. BILL He was not yet 14, but he was as big as a man and just as strong.
2. Select words or phrases that describe a character's feelings and/or reactions to a situation.	2. Read the story on pages 110-114 in Peacock Lane. Underline the answer that correctly completes each statement below. At first, the woodcutter appeared to be a very _____ man. wise clever trusting calm
3. Identify cause and effect relationships by stating which is the cause and which is the effect.	3. After reading the paragraph, tell what happened and why it happened. what: JANE FELL DOWNSTAIRS. why: SHE SLIPPED ON THE RUG AT TOP OF THE STAIRS.
4. Read a partial story and predict an outcome. Use evidence from the story to substantiate the conclusion made.	4. After reading the selection and seeing what has happened, write in the space provided, a future event that might occur on the basis of the given events. Underline those words, phrases, or sentences in the selection which made you give your answer. The day was rainy and cold, but Jimmy decided to go swimming anyway. The water felt freezing and when Jimmy got out he was shivering. The next day he had to stay home from school. JIMMY GOT SICK FROM SWIMMING ON A COLD DAY.
5. Identify and form similes in sentences.	5. Choose a word from the list and write it on the blank to correctly complete the simile. Mother's cake was as light as a FEATHER. stone feather cookie

Level G

EVALUATIVE COMPREHENSION

Skills	Example
1. State the author's purpose and list phrases to support that purpose.	1. Directions: After reading the story, write the author's purpose and list four phrases from the story that support that purpose.
2. Given two possible conclusions, select the valid one based on evidence in a selection.	2. After reading the paragraphs about Dick's skiing adventures, put a check beside the best conclusion. ___ Dick will never ski again. √ Dick is just learning to ski.
3. Select words, phrases or sentences that are relevant to a specific topic.	3. Directions: After reading the story about sky divers, list sentences that tell about safety precautions.
4. Determine which given statements are fact and which are opinion.	4. Put an F beside the information which is probably fact. Put an X beside the information which is someone's opinion. F The fire took place on Miller Street. X The flames of the fire reached the sky.

LIBRARY SKILLS

1. Locate specific information in an encyclopedia by using subheadings.	1. Locate the article on Pennsylvania in Compton's Encyclopedia. Under which subtitles below would you look for the following information? Recreation areas _____ Dairy farming _____
2. Locate specific information in an encyclopedia by using cross references.	2. Look up the following entries in the World Book Encyclopedia. List the cross references to which you should refer for information. All Fools' Day _____ Auditory Canal _____
3. Locate the call numbers of library books by using the card catalog.	3. Look up the card for each title below in the card catalog and write its call number on the line. The Story of Nursing _____ The Pennsylvania Story _____

Level G

Skills	Example
4. Locate author, subject and title cards in the card catalog.	4. Use the card catalog to find the following information. The author of Mary Poppins _____ One book written by Beatrix Potter _____ One nonfiction book on cats _____

REFERENCE SKILLS

1. Locate specific information by using the key to the index of a book.	1. Use the index of Exploring American Neighbors to locate the page numbers of the following: Map of South America _____ Graph of coffee growing areas _____
2. Answer questions by referring to topics and subtopics in the index of a book.	2. On the line beside each subject write the main topic and the subtopic as you would look for them in an index. a map of Canada _____ _____ sports in England _____ _____
3. Identify the function of a specific book.	3. Find Worlds of Nature by Walt Disney in the library. Read the preface. Answer the following questions: Who took the photographs? _____
4. Arrange names, titles and compound words in alphabetical order.	4. Number the words below in the correct alphabetical order. 3 Mt. Everest 1 mountains 4 Mt. McKinley 2 mouse
5. Use the dictionary to determine the spelling of singular and plural forms for specific words.	5. Write the plurals of the following words: monkey MONKEYS goose GEESE thief THIEVES

Level G

ORGANIZATIONAL SKILLS

Skills	Example
1. Select the topic sentence in given paragraphs.	1. Read the following paragraph and underline the topic sentence. Realistic stories tell about people or things that are real or that could be real. Writings of the actual life of George Washington would be real. Washington was a real person. A story that you wrote describing how you spent your summer would be a real story. The events are true.
2. List specific details to support the main idea in a selection.	2. As you read the paragraph below, note the specific details which are used to support the main idea. The main idea is underlined. Tom had never dreamed that one table could hold so many good things to eat. At one end was a blue bowl piled high with a mountain of snowy white potatoes. At the other end of the table two fat brown chickens pointed their drumsticks in the air. There were loaves of bread still warm from the oven, dishes of cheese, bowls of applesauce, and good yellow turnips. Best of all there were the pies--apple, berry, and good smelling pies of all kinds. 1. SNOWY WHITE POTATOES 2. FAT BROWN CHICKENS 3. BREAD WARM FROM THE OVEN 4. DISHES OF CHEESE 5. BOWLS OF APPLESAUCE 6. GOOD YELLOW TURNIPS
3. Construct in correct form, an outline using 2 to 3 main headings and one level of indentation.	3. Read the article Services of the Red Cross. Complete the following outline. I. Wartime Services A. _____ B. _____ II. Peacetime Services A. _____ B. _____ C. _____

Level H

STRUCTURAL ANALYSIS

Skills	Example
1. Given words ending in able, ible, ful, ous or less; choose the correct word for particular contexts.	1. Choose from the words given below, the one which will best complete the sentence. lover lovable helpful helper 1. A LOVABLE person is one whom others are able to love. 2. A person who helps others is HELPFUL.
2. Identify the correct root words ending in ous, ful, able, ible, and less.	2. Circle the root word on each line. gracious (grace) graceful lovable lovely (love)
3. Syllabify words of three or more syllables.	3. Draw a line between the syllables of these words. government gov/ern/ment misunderstand mis/un/der/stand capital cap/i/tal adventure ad/ven/ture (Check pronunciation)
4. Identify the syllables with primary and secondary accents in specific words.	4. Circle the words whose primary and secondary accents have been correctly placed. dem o' crat ic (dem´ o crat' ic) (vi´ va' cious) vi va' cious When you have completed this, pronounce each correct word for your teacher. (Permit use of dictionary.)

Level H

VOCABULARY DEVELOPMENT

Skills	Example
1. Identify the meaning of homographs in particular contexts.	1. May I present the President. 2. I have a present for the President. Write 1 or 2 in the answer to the following question. Which sentence has the homograph that means a gift? 2
2. Write the meaning of a specific word when the meaning is implied but not stated in the selection.	2. Write in your own words, the meaning of the underlined word. Mother asked Don to hang up his new suit so it would not get wrinkled and messy.

LITERAL COMPREHENSION

1. Read a selection and answer questions under timed conditions.	1. After reading the paragraph, answer the questions. 1. Why is the scorpion dangerous? 2. When are the animals of the desert most active?
2. Answer questions from a selection when the answers are not directly stated in the text.	2. Directions: Read the following questions. Look for answers as you read the paragraphs. 1. What are John and his father going to do today? 2. Why are they wearing red? 3. What season is it? 4. Why is John wearing insulated boots? 5. Why are the dogs excited? Today was the day! John leaped out of bed and slipped on his warm red-checkered shirt and trousers. Then he pulled on his insulated boots and fumbled with the laces. As he dressed, he could hear the dogs barking excitedly. The beagles had seen his father in his red-checkered outfit load the guns and boxes of shells into the car. They knew this was their day, too.
3. State the main idea of a short selection.	3. After reading the paragraphs, write in your own words, the main idea of the selection. DIVERS CAN GO MUCH DEEPER INTO THE OCEAN WITH NEW AQUA LUNGS.

Level H

INTERPRETIVE COMPREHENSION

Skills	Example
1. Select words and phrases that describe a character's reaction to a situation.	1. Read the story "Joaby." What did Henry do on the first day that he found out that all his regular friends were out of town?
2. Identify the sequence of events in a selection.	2. Read these paragraphs. (Worksheet narrative with paragraphs in scrambled order.) You will see that they make a story, but are not in order. Number them in their correct order.
3. Select the correct sentence or sentences that describes (states) the plot.	3. Put an X before the sentence that tells the most important thing about the beginning of the story. ___ A new girl moves to town. __X__ A new girl is unhappy because she feels no one cares about her. ___ A ballet is coming to town.
4. Identify and form similes in prose.	4. Complete each sentence below. Then underline the simile in the sentence. The slices of meat were <u>as thin as PAPER</u>. The little girl is <u>as pretty as A PICTURE</u>. a picture paper
5. Select words or phrases which describe traits of specific characters.	5. Read "The Story of Mulberry Bend" in <u>Open Highways.</u> Circle the words that describe Jacob's traits. kind selfish (observant) (persistent) lazy care-free

EVALUATIVE COMPREHENSION

1. State the author's purposes and give evidence to support those purposes.	1. Directions: After reading the story, state the author's purposes and list phrases from the story to support each.
2. Select relevant headlines for newspaper articles.	2. Under which headline would you expect to find an article on baseball? Check your answer. ___ Band Concert Scheduled __✓__ Pirates Win Double-Header ___ Pike Crash Halts Traffic

Level H

EVALUATIVE COMPREHENSION

Skills	Example
3. Determine which given statements are fact and which are opinion.	3. Read each pair of sentences below. Write "F" before the statement of fact and "O" before the statement of opinion. _O_ Tom had the funniest lines in the play. _F_ Tom played the part of a clown in the class play.

LIBRARY SKILLS

1. Arrange library book titles according to the Dewey Decimal System of Classification.	1. Use the ten main headings from the Dewey Decimal System of Classification to answer the following questions. Write the heading which names the area in which each book below would be found. 1. The First Telephone _____ 2. North American Birds _____
2. Locate bibliographic information concerning specific books by using the card catalog.	2. <u>The Big Gems</u> by Ronald Twilling New York: Jones Company, 1963 <u>The First Book of Clouds</u> by J. L. Neil Boston: Roberts Company, 1954 Answer the questions using the sample catalog cards above. What company published a book you could use for a report on weather? J. L. NEILL Which book was published most recently? THE BIG GEMS
3. Differentiate between the usage of the abridged and the unabridged dictionaries by use of specific entries.	3. Put U on the line if you <u>need</u> to use the unabridged dictionary to locate the following information. Put A if you can use the abridged dictionary. ___ What is the dual meaning of the slang word buck? ___ What is the accented syllable in apple?

Level H

LIBRARY SKILLS

Skills	Example
4. Locate information by using cross references in an encyclopedia.	4. A direction that begins with "See" or "See also" is called a cross reference. What is a possible cross reference for the main heading of Forests? _____

REFERENCE SKILLS

1. List information on specific books in the correct bibliographic form.	1. Rewrite the information about the books below into correct bibliographic form and then number the entries in alphabetical order: A book called Away Until Tomorrow published in New York in 1960 and written by Sampson E. Rodmann. ___ Rodmann, Sampson E. Away Until Tomorrow. New York, 1960.
2. List the parts of speech of specific words as indicated in the dictionary.	2. Look up the following words in the dictionary. After each word write the abbreviation for each part of speech. Some words can be more than one part of speech. love _____ whip _____

ORGANIZATIONAL SKILLS

1. Arrange the events of a given selection in sequential order.	1. The paragraphs below make a story if they are arranged in the proper order. Read them. Decide on the proper order, and then number them accordingly.
2. Construct a simple outline using one level of indentation for 3 to 4 main headings.	2. After reading the selection, make an outline. Include three main topics and at least two subtopics.

Level I

STRUCTURAL ANALYSIS

Skill	Example
1. Given words ending in en, ize, ify, and ate, choose the correct word for a particular context.	1. Choose from the words given below, the ones which will best complete the sentences: magnify black blacken industrious industrialize magnificence 1. After World War II, Japan was aided in its goal to INDUSTRIALIZE by the United States. 2. Jerry wished to BLACKEN his worn boots. 3. That lens will MAGNIFY your mushroom specimen.
2. Choose the correct root word for words ending in en, ize, ify, and ate.	2. Circle the root word on each line. colonize (colony) colonial thickly thicker (thick)
3. Form new words by adding the prefixes sub, circum, super, inter, trans, or intra to root words.	3. Attach the prefixes sub, trans, or circum to the root words to make new words which fit the meanings of the sentences. 1. A tunnel, running underground, is SUBterranean. 2. TRANSoceanic travel is travel across the ocean.

VOCABULARY DEVELOPMENT

Skill	Example
1. Supply an antonym, synonym or homonym, as indicated, to complete a given sentence.	1. Write a synonym for the 1st boxed word, an antonym for the 2nd, and a homonym for the 3rd. [broke] Ann threw her cup on the floor and SMASHED it. [broke] Tom FIXED a kitchen chair. [break] Mr. Beck slammed on the BRAKE.

Level I

VOCABULARY DEVELOPMENT

Skill	Example
2. Write the meaning of a specific word when the meaning is implied, but not stated in the selection.	2. Our company is looking for qualified people to work for us. The new people should be neat and well-dressed. Some of them will need to be able to take shorthand and type. We also wish to employ writers and scientists who are college graduates. Our company can offer excellent salaries for skilled people.

LITERAL COMPREHENSION

1. Select statements from a given selection which substantiate inferred conclusions.	1. After reading the paragraph, find a sentence in the paragraph which supports the conclusion below. Football is a rough game. _____ _____
2. Read a selection and answer questions under timed conditions.	2. Read the paragraph and answer the questions. 1. How long does a sky diver free-fall before opening his parachute? 2. How long is the training period for sky divers?
3. State the main idea of a given selection.	3. After reading the story Rachel's Rainbow, write the main idea of the story. THE MAGIC BROUGHT BY RACHEL'S RAINBOW MADE THE FAMILY RICH.

INTERPRETIVE COMPREHENSION

1. Select words or phrases which describe traits of specific characters.	1. Read the following story . . . Match the names of the main characters with the descriptive words listed. Sam — silly John — wicked Lucy — polite
2. Predict the content of a selection from the introductory paragraph.	2. After reading the introductory paragraph on the hazards of skydiving, predict the contents of the rest of the article.

Level I

INTERPRETIVE COMPREHENSION

Skill	Example
3. Identify six kinds of propaganda techniques: Bad names Glad names-glittering generalities Testimonial Plain folk Bandwagon Card stacking	3. For each of the propagandistic statements below, select the name of the type of propaganda that applies and circle it. Feel young again--use new Murmor Mist Perfume. 1. glittering generality 2. name-calling 3. testimonial 4. bandwagon
4. Identify and state the mood in a selection.	4. Read the following story . . . What is the mood of this selection? _____ How did the author convey this mood? _____

EVALUATIVE COMPREHENSION

1. After reading a selection involving the use of propoganda, answer the following: a. What is the author's purpose? b. What propaganda techniques does he use? c. How does this selection affect you?	1. Directions: Read the following perfume advertisement. Answer these questions about the advertisement: 1. What is the author's purpose? TO PERSUADE READER TO BUY PERFUME 2. What propaganda technique does the author use? BANDWAGON 3. How does this advertisement affect you? I MAY TRY THE PERFUME. (Accept any logical answer.)
2. Identify the bias of an author in a given selection.	2. Read the following four statements. They were given by four different people who were asked whether they thought that the deer-hunting season should be extended so that more deer would be shot. After you have read the four statements, answer the questions. Which statements show an interest in the well-being of the deer? Which statements express opinions that were influenced by personal experiences? Which statement has the most impersonal and factual tone? Which statement is based entirely on the selfish desires of the speaker?

Level I

EVALUATIVE COMPREHENSION

Skill	Example
3. State whether information in a selection is sufficient to support a given conclusion.	3. Get EDL Listen and Think Tape E-15 "Drawing Conclusions." Also get the workbook. Turn to page 40 in the workbook. Listen to the tape and record your answers.
4. Given the author's purpose, select from choices those statements which are relevant to his purpose.	4. Sam wanted to learn how to ride a horse. Put a check in front of each statement in the list below which is directly related to the purpose above. ✓ Sam asked his father for permission to take riding lessons. ___ Sam was very happy and slept soundly all night long.

LIBRARY SKILLS

1. Locate information in an encyclopedia to answer specific questions.	1. Find the following information in the World Book Encyclopedia. How many people live in Manhattan? _____ What are the five main classifications of sheep? _____ _____
2. Compare information concerning a common entry by using two encyclopedias.	2. Look up Babe Ruth in both the World Book and Compton's encyclopedias. Then answer the following questions. 1. List the information which both encyclopedias give about the subject. 2. List the information which is given in World Book but not in Compton's. 3. List the information which is given in Compton's but not in World Book. 4. Which of the two encyclopedias covers the subject best.

Level I

LIBRARY SKILLS

Skill	Example
3. Identify the purpose for using each of these reference sources: Reader's Guide to Periodical Literature, The Library Catalog, The World Almanac, Thesaurus and Atlas.	3. Below are five reference sources. Each is numbered. Place the number of the correct reference source before each of the reference problems listed. 1. Reader's Guide to Periodical Literature. 2. The Library Catalog 3. The World Almanac 4. Thesaurus 5. Atlas
4. Locate origins, histories and meanings of given words in an unabridged dictionary.	4. Find each word in the dictionary. Write the origin and history of the word. allegro detour

REFERENCE SKILLS

1. Locate synonyms for specific words by using the Thesaurus.	1. Find the definitions of the underlined word. Then use the Thesaurus to find synonyms for the word. The car speedometer began to oscillate constantly. Definition: _____ _____ Synonyms: _____ _____
2. Write a research paper using two reference sources.	2. a. Select a topic from the list below. b. Find two sources of information. c. Read and take notes. d. Write your paper.
3. Locate and distinguish between types of information in various sections of a newspaper.	3. Look over the following items (table of contents, masthead, weather report, classified ad section, entertainment schedule, editorial page, etc.) Answer the questions below. On what pages will you find the sports news? _____ On what page will you find the editorials? _____ The want ads are on pages _____ Name two syndicated columnists in this paper. _____

Level I

REFERENCE SKILLS

Skills	Example
4. Locate the following information about a magazine: editor, editorials, publisher, date of publication and contents.	4. Read Life magazine and fill in the blanks below. Magazine editor _____ Publisher _____ Table of contents page _____ Date of publication _____

ORGANIZATIONAL SKILLS

1. Rephrase prose, making each sentence shorter but maintaining the essential meaning.	1. Rewrite the following sentences in a shorter form without changing the meaning. You will probably have to use some of your own words to get the same meaning in more concise form. The dawn ate the stars, one at a time, then moved in to force the trees and rocks to show themselves against the sky. _____ _____ _____
2. Construct an outline which has two levels of indentation.	2. After reading the following paragraphs, construct an outline using main topics, subtopics and sub-subtopics. I. A. B. 1. 2. II. A. B. 1. 2.

Level J

STRUCTURAL ANALYSIS

Skill	Example
1. Given words ending in ance, ence (ancy, ency), ic, al, dom, ty, ity, ure, ism, and th, choose the correct word for particular contexts.	1. Choose from the words given below, the one which will best complete the sentence. comical purify purity distance distant comic 1. Bob Hope, the COMIC, entertains U.S. troops overseas. 2. The large building is visible from a great DISTANCE. 3. The inspector assured us of the PURITY of the water.
2. Choose the correct root word for words ending in ance, ence (ancy, ency), ic, al, dom, ty, ity, ure, ism, and th.	2. From the choices below each sentence circle the root of the underlined word. 1. Tolerance is a quality of great need. toleration (tolerate) tolerable 2. How great is India's dependence on foreign aid? (depend) independence dependable
3. Form new words by adding the prefixes re, con, de, ex, pre, pro, ad, and ob, to root words.	3. Attach the prefixes re, pre, or ex to the root words to make new words which fit the meanings in the sentences. 1. This old building will be REconstructed next spring. 2. Dwight Eisenhower is one of two EX-presidents of the United States, who is still living.
4. Identify the following Latin roots and their meanings and use them in context. serv sta fac dic uni tra cap ject vis lect	4. Find the common Latin root in each of the words below and underline it. uniforms unions unity unique unit universe Choose from the words above the one that best completes the sentence. All the waiters in the restaurant wore UNIFORMS that were exactly alike. The latin root uni means: withdraw (one) outside
VOCABULARY DEVELOPMENT	
1. Use the Thesaurus to locate synonyms and antonyms for given words.	1. After reading a story with overworked words, use the Thesaurus to find three synonyms for these words. wonderful places interesting

Level J

VOCABULARY DEVELOPMENT

Skill	Example
2. Select from choices the definitions of specific words in a selection when the meanings are implied.	2. Choose the definition from the list below which would best fit the underlined words. After the underlined words, write the number of the definition which best fits. John was so <u>irate</u> (4) when his brother broke his new baseball bat that he punched him in the stomach. His brother <u>retaliated</u> (2) with a blow on John's chin. 1. joyful 2. hit back 3. ran away 4. angry

LITERAL COMPREHENSION

1. Answer questions for a selection when the answers are not directly stated in the text.	1. Directions: Read the following paragraph. Joan stood quietly at the window watching snowflakes dance in the light of the gas lamp which lit the driveway. It was a lonely hour for Joan, for she could hear the faint cheers of neighbors as the clock struck 12. At that moment sirens blared and several cars tooted as they passed her house. Joan turned from her window and slipped into bed with tears in her eyes. 1. What holiday is it? 2. Name 2 clues that told you the holiday. 3. What happened when the clock struck 12?
2. Answer factual questions requiring recall of details from an informative selection.	2. Directions: Read the following article about Pittsburgh's Aquafari in Brazil. When you have finished, ask your teacher for a question sheet. Directions: Answer these questions. If the article did not answer a question, write "no answer given." 1. What was the purpose of the Aquafari? 2. Was the Aquafari successful? 3. How did the Aquafari affect Pittsburghers?
3. Give an oral book report to a group of classmates.	

Level J

LITERAL COMPREHENSION

4. Write a short book report.	4. After reading the book, write a short report on it. Take it to the teacher to discuss and evaluate.

INTERPRETIVE COMPREHENSION

1. Identify a metaphor in prose and poetry.	1. Place a check beside each sentence that contains a metaphor. ___ He has a very cutting tongue. √ He climbed that mountain like a billy goat.
2. Identify cause and effect relationships in selections in which either the cause or the effect is implied rather than stated.	2. After reading the selection, decide what caused the angel food cake to fall. THE CHILDREN RUNNING THROUGH THE HOUSE AND SLAMMING DOORS.
3. Select words used by the author to convey a specific mood in a story or poem.	3. Choose the words in the sentence below which help express the mood the author is trying to present. Harry stumbled toward home in the rain, dragging his injured leg.
4. Determine the emotional reaction of a character in a particular situation.	4. Circle the word from the list below that best tells how Marilyn felt in this situation. "Mother! Mother!" screamed Marilyn as she tore into the house. "I made it! I'm a cheerleader!" (1. excited) 2. gay 3. angry 4. contented

EVALUATIVE COMPREHENSION

1. Classify advertisements according to type of propaganda (glad names, bad names, testimonial, bandwagon, card stacking, and plain folk) and give evidence to support the classifications.	1. Mark Spitz, U.S. Olympic swimmer, speaks out: The goals of most athletes I know are to make the 1968 Olympic team, and to win a gold medal for the U.S.A. (Mark, described as the "most versatile swimmer in the world today," won 5 gold medals in the Pan American Games last summer!)

(CONTINUED)

Level J

EVALUATIVE COMPREHENSION

Skill	Example
2. (CONTINUED)	2. The basic elements of physical fitness are the same for everyone: Plenty of rest, exercise, and well-balanced meals. Skipping important foods throws your diet off balance and can result in poor physical condition. That's one reason I try to have milk with every meal. American Dairy Association Classify the advertisement above according to type of propaganda. TESTIMONIAL Explain why you classifed the advertisement as you did. _____
2. State the author's bias in a given selection.	2. In the following statements, different viewpoints on the extension of deer-hunting season are given. Answer the questions which follow the statements by putting in the numbers of the statements which express the particular bias asked by the question.
3. State whether and why given conclusions are, or are not, valid as based on the evidence in a particular selection.	3. After reading the selection about the Union Army, answer the following: The southern Army had inadequate transportation facilities when compared to the north. Valid or invalid? _____ Why? _____
4. Given a newspaper article with headline, state whether or not the headline is justified by the facts included in the article.	4. Directions: After reading the following article and headline, state whether the headline is justified by the facts in the article and why or why not.

LIBRARY SKILLS

1. Locate information in The World Almanac to answer specific questions.	1. Using the table of contents of the 1967 World Almanac, locate information to complete the following statements. The birthdate of President Johnson is _____ Who was the Ambassador from the U.S. to Spain in 1967? _____

Level J

LIBRARY SKILLS

Skill	Example
2. Collect and synthesize information on a specific topic by using The World Almanac, encyclopedia and other reference sources.	2. Using the given sources, collect and summarize information on the history of baseball.

REFERENCE SKILLS

1. Use the dictionary to find abbreviations, signs, symbols, proofreader's marks, biographical names, pronouncing gazeteer, and forms of address.	1. Using Webster's Seventh New Collegiate Dictionary: Define N.A.T.O._____ _____ Tell how you would address a mayor: _____ Copy the pronunciation of Curacao: _____
2. Compare the function and coverage of specific magazines.	2. Using 2 current news magazines, select a topic covered in both. Compare the articles.
3. Write a research paper using three reference sources.	3. 1. Select a topic. 2. Find three sources of information. 3. Read and take notes. 4. Make an outline. 5. Write your paper.

ORGANIZATIONAL SKILLS

1. Select sentences in a given selection that are subordinate to the main idea.	1. Turn to page 10 of The Forest and read "The Forest in Winter." Using the two stated main ideas, list the subordinate statements: 1. How plants survive: LEAVES DROP OFF PREVENTING LOSS OF WATER; FORMS BUDS FOR RENEWED GROWTH 2. How some animals hibernate: BIRDS LEAVE THE FOREST. SOME INSECTS REMAIN IN THE CATERPILLAR STAGE.
2. Organize a given selection according to time sequence.	2. As you read the article on this page, pay particular attention to the order in which the events occur. Arrange the list of 9 events in correct order using numerals.

Level J

ORGANIZATIONAL SKILLS

Skill	Example
3. Take notes from an oral presentation.	3. Get disc J-OS-3-1R. Follow the directions on the disc and write the notes on this page.
4. Construct an outline that has three levels of indentation.	4. After reading "Designing and Making Rag Dolls," complete an outline with three levels of indentation.

Level K

STRUCTURAL ANALYSIS

Skill	Example
1. Given words ending in ant, ent, ive, ic, and ary choose the correct word for particular contexts.	1. Choose from the words given, the one which best completes the sentence: allergy attentive allergic attendance 1. Nancy is ALLERGIC to ragweed and feathers. 2. Because the lecture was interesting the audience was ATTENTIVE.
2. Choose the correct root word for words ending in ant, ent, ive, ic, and ary.	2. Circle the root word on each line. missionary (mission) missing (energy) energetically energize
3. Identify the following Latin roots and their meanings and use them in context: mov, mob, mot, spect, spic, quest, quire, scribe, script, rul, reg, rect, don, der, pos, pon, pound, signific, sign, vert, vers, ag, act.	3. Underline the Latin roots spect and spic in the words below. inspect suspicion expect respect spectacles Choose from the words above the word that correctly completes the sentence. If you do not believe that I do not have any money you may INSPECT my pocketbook. The Latin roots spect and spic mean: (to see) to run to laugh
4. Identify the following Greek roots and their meanings and use them in context: graph, syn (syl, sym), cir (circl, cycle), or, organ, phon, phone, mon, mono, tel, tele, pol, poli, auto.	4. Underline the common Greek root in each of the words below. autographs phonographs telegraphs graphics Choose from the words above the word that correctly completes the sentence. Joan has a collection of famous AUTOGRAPHS from people she met when she went to the United Nations in New York. The Greek root graph means: to swim to reward (to write)

Level K

VOCABULARY DEVELOPMENT

Skill	Example
1. Answer questions from a technical selection requiring an understanding of mathematical and scientific words.	1. After reading the following passage about magnets, answer the questions below. 1. Underline the correct answer. Does Magnetic Field refer to: a. materials that attract other materials made of iron, steel, cobalt, and nickel. b. the space around a magnet that can act like a magnet. c. the middle of the magnet. 2. What do the lines of force tell you about the magnetic field?
2. Use source books to locate origins and histories of words.	2. Look up the word dungarees in the Dictionary of Word and Phrase Origins. Answer the following questions: In what country did this word originate? What was the original word?

LITERAL COMPREHENSION

1. Determine whether given questions can be answered by a specific selection.	1. Directions: Would the following paragraph be a useful source for learning about tin mining in Bolivia? Why or why not? Tin miners in Bolivia perform some of the most colorful dances of South America. After a week of mining, the tin miners exhibit their exhilaration by taking a day off for holiday celebrations. The miners and their families don gay costumes and assemble in the village square to dance the day and night.
2. Write a book report.	2. After reading the book, write a report on it, remembering to include the main idea, the mood, the setting, and important information about the main characters. After completing it, take it to your teacher to discuss and evaluate with her.
3. Give a report on a biography or autobiography.	3. Give a report on a biography or autobiography that you have chosen. It can be a written report or an oral report to a group of your classmates.

Level K

INTERPRETIVE COMPREHENSION

Skill	Example
1. Identify how various sounds (hard and soft) function to create poetic mood.	1. In the blank space, write the sound or the letters that make the sound which helps us to imagine what is being pictured in words. lightly lowing cattle "L" sound
2. Identify personification in a given selection.	2. In the sentences below, underline each part that is an example of personification. Uncle Joe's shaggy eyebrows were twin brother's of his moustache.
3. Describe the mood of a poem and identify some of the reasons (both technical and personal) which account for the suggested mood.	3. Using all of the knowledge you have about what poets can do to make their poems give us a picture of a certain thing or idea or mood, write a one page discussion of the last stanza of The Bells. You should include some comments on mood, sound effects, controlled connotations, evaluation of the illustrator's work and personal feelings. Also, in your discussion, you should try to show that you have some idea of why the poet has been able to make you feel the way you do when reading the stanza.

EVALUATIVE COMPREHENSION

1. State one author's purpose in specific material and compare it with that of another author writing on the same topic.	1. State the author's purpose for writing the Omega watch advertisement . . . Compare the purpose of the Omega advertisement with that of the article on watchmaking in Switzerland.
2. Compare the viewpoints of two editors on the same subject in given editorials.	2. After reading two articles, answer the following: How do the editors in editorial A view the government's growing intervention in the arms race? How do the editors in editorial B feel about this problem?

Level K

EVALUATIVE COMPREHENSION

Skill	Example
3. Given statements, identify which are inferences and which are valid conclusions based on the evidence in a selection.	3. In the following excerpts, distinguish between those statements which are inferential and those which are factual. The sentences are numbered so that you can write down the numbers of the sentences in each category. Inferential statements _____ Factual statements _____
4. Given a newspaper headline, write an article with facts relevant to the headline.	4. Directions: Read the headline below. Write an article with facts to support the headline. BOY FINDS $1000 IN TREE TRUNK

REFERENCE SKILLS

1. Locate the pronunciation, derivation, and definition of specific words by using the dictionary.	1. Select two of the following words that look most interesting to you and explore their derivations. Write out the story of their derivations, check the pronunciation and definition. incognito translucent abdicate
2. Write a research paper using four sources.	2. After selecting a topic from a list of questions, the child will make a preliminary outline, select materials for information, take notes, make a final outline, write a rough draft, make footnotes and bibliographic notations, and write a final copy.

ORGANIZATIONAL SKILLS

1. Given informational statements, organize them sequentially into a paragraph.	1. Below are a number of sentences mixed up in such a way that they don't form a logical paragraph. Organize these sentences into a paragraph that will have a certain pattern of thought and will be sequential. ___ He knew how long to use a friend and how to get rid of him afterward. ___ Santa Anna was, in some ways, like a modern dictator. ___ He was a champion rabble rouser.

Level K

ORGANIZATIONAL SKILLS

Skill	Example
2. Take notes from an oral presentation.	2. While listening to a disc, the children will take notes. The quality of the notes will be evaluated in terms of a teacher check list.
3. Construct an outline that has three levels of indentation from reference materials.	3. After reading the following selection, make an outline that has three levels of indentation. Be sure the outline is consistent in numbering, lettering, indentation, and capitalization.

10/69

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